



Family Respite Services Windsor / Essex
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www.familyrespite.org



respiteservices.com

RESPITE PROVIDER REGISTRY

FAMILY INFORMATION PACKAGE

in partnership with respiteservices.com

Respite Provider Registry Family Information Package

Supportyourway.ca and respiteservices.com

Sponsored by Geneva Centre for Autism

Supportyourway.ca and respiteservices.com consists of agencies funded by the Ministry of Community and Social Services and the Ministry of Children and Youth Services. We are collaborating to develop a more dynamic respite network for children and young adults in Windsor Essex County. Participants involved in the registry include representatives of Family Respite Services and Family Services Windsor.

Mission

“respiteservices.com working together to facilitate respite options that empower individuals with differing abilities and their families to lead active and rewarding lives.”

Vision

“Creating Community Connections”

The goals of respiteservices.com are:

1. To develop a comprehensive respite system.
2. To develop a coherent access process for families of children and adults requiring respite options.
3. To develop a means of matching respite needs with respite options.
4. To work closely with all parts of the system to advocate for appropriate service options to meet the needs identified.

In addition to the ***Respite Provider Registry***, respiteservices.com Access/Family Coordinators assist families to access respite options for individuals, identify current resources, provide information and facilitate access to support such as Special Services at Home and other Ministry funding.

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Respite Provider Registry

The ***Respite Provider Registry*** is a registry of people who are willing to work with individuals with a developmental disability including autism and/or physical disability. This work may take place in the family home or in the community. All *Direct Support Providers* have submitted an application outlining their experience, interests and availability and a resume which are reviewed during a personal interview. Each DSP also has a Police Reference Check conducted, 3 references checked and attends an orientation session to the *Respite Provider Registry*.

When a request is made for a DSP through the *Respite Provider Registry*, information is taken about the individual and the nature of the request, i.e. required duties and support, times and place needed.

Following this, a profile of each *Respite Provider* with the necessary experience and availability is sent to the caregiver making the request.

The registry is made up of a changing list of *Respite Providers*. Many are students or recent graduates who join the *Respite Provider Registry* to gain valuable experience. *Respite Providers* vary in skills and availability, and **should not** be considered trained therapists.

They are often suitable for part-time parent relief, one to one work in the community and carrying out specific goals for the individual being supported that are agreed upon by the parent and the Direct Service Provider.

There is **no charge** for the use of the *Respite Provider Registry*. We **cannot** guarantee that we can always make an appropriate connection of a *Respite Provider* to an individual needing support. We strongly encourage caregivers to also recruit their own Provider through community schools, churches, libraries and centres. If a caregiver recruits their own respite provider, they can have the person screened by an Access/Family Coordinator.

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Important Notes about the RESPITE PROVIDER REGISTRY

1. It is the responsibility of the parent/guardian who wishes to obtain a worker for their son/daughter to call, interview, select and develop a contract for service with the *Direct Support Provider*. **The *Respite Provider Registry* does not provide supervision for the Provider. Payment for the services of the DSP/respites provider are the responsibility of the parent. Funding for parents or individuals may be available through FRS or other community resources.**
2. The *Respite Provider Registry* will check references. We contact references as part of our intake process, but the family can still choose to do this as well.
3. **Direct Support/Respite Providers are not Family Respite Services employees. They work independently from FRS. Families should develop a contract for service with the Respite Provider/Direct Service Provider to outline whether the Respite Provider/Direct Service Provider is an independent contractor or an employee of the family at the time they begin services.** Payment to the *Respite Provider* is made directly by the family who contracts the worker. The *Respite Provider Registry* **will not** assume any responsibility for disagreements over fees/payments/services provided. Any problems in this regard must be resolved between the *Respite Provider/Direct Service Provider* and the family that contracts the respite provider.
4. Some requests are difficult to fill due to the travel time or type of hours requested. The *Respite Provider Registry* Coordinators recruit on an ongoing basis and new *Direct Service Providers* are added to the registry throughout the year. A *Direct Service Provider* will be connected with you as soon as they are available. Parents are strongly encouraged to recruit Direct Service Providers from their own community and connections.

Funding Programs Available to Families

1. ASSISTANCE FOR CHILDREN WITH SEVERE DISABILITIES (ACSD)

(Previously called Handicapped Children's Benefit (HCB))

The Assistance for Children with Severe Disabilities (ACSD) program, formerly known as the Handicapped Children's Benefit (HCB), provides help to parents to assist with some of the extra costs of caring for a child who has a disability. Financial assistance ranges from \$25 to \$445 per month depending on the family's gross annual income and the number of other children in the family.¹

2. SPECIAL SERVICES AT HOME (SSAH)

This is a program funded by the Ontario Ministry of Child and Youth Services to assist families in providing for family members (children, youth or adult) who have a disability within their own homes and communities.

The Special Services at Home (SSAH) program helps children with developmental or physical disabilities and adults with a developmental disability to live at home with their families by providing funding on a time-limited basis to address individual needs. With this funding, families can purchase supports and services which they could not normally provide themselves and are not available elsewhere in the community.

SSAH is most commonly used by families to contract a respite/support provider to work with their special needs family member. The worker may help people with disabilities develop new skills and join in community life. For example, a worker can be paid to teach someone social skills or how to perform daily living tasks independently. The worker may also be trained to implement recommendations from a behaviour, speech or infant development program.

SSAH also helps families by recognizing the added responsibilities of caring for a family member with a disability. A good example of this help is parent relief (or respite) so family members can have time for their own needs, or the needs of other people in the family.²

Persons over the age of 18 must contact Developmental Services Ontario (DSO) for access to support.

***For information on either of the children's program call the
Ministry of Child and Youth Services
519 254 1651***

¹ <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/disabilities/index.aspx>

² <http://www.children.gov.on.ca/htdocs/English/topics/specialneeds/specialservices/index.aspx>

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Tips for Recruiting a Direct Support Provider/Respite Provider

When to begin your search:

Contact the *Respite Provider Registry* when you have received notification of approval for your funding and/or you are ready to recruit a Direct Support Provider.

Where to look for a Direct Support Provider:

The *Respite Provider Registry* provides a registry of *Respite/Direct Support Providers* available to provide support. *Direct Support Providers* are recruited throughout the year.

If you are using the *Respite Provider Registry*, expect at least a two-week wait. Sometimes there may be a longer wait when a special request is made or a suitable *Direct Support Provider* is not available in your area, during the times you require support.

In some cases, we may be able to fulfil an immediate need as we do have some *Direct Support Providers* with flexible hours who are willing to provide relief. Please note there is no guarantee that an appropriate *Direct Support Provider* is available on short notice.

Upon registering with the *Respite Provider Registry*, a search of the *Respite/Direct Support Provider* database will be completed and profiles of suitable respite providers will be forwarded to you in the manner requested (mail, email or fax).

Upon reviewing a *Respite Provider Profile*, the parent/caregiver decides to contact and interview the potential respite provider. You may choose to interview all respite providers or only those you feel are suitable. *(A sample copy of a Respite Provider Profile has been included with this package.)*

Upon interviewing potential Respite Providers, you decide on the *Respite/Direct Support Provider* you would like to contract services with and then notify the *Respite Provider Registry* of the person you have chosen. In some cases you may decide that the *Respite Providers* sent to you are not suitable. Access Coordinators can perform another search of the *Respite Provider Registry* database and will continue to search for a suitable *Direct Support Provider* until you have found someone to provide services.

Upon contracting with a *Direct Support/Respite Provider* a family may contact the *Respite Provider Registry* at anytime to have another search completed when their needs have changed or a new *Direct Support Provider* is needed.

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The **local community** can be an excellent resource for potential Direct Support Provider. You as parents/caregivers are often the best recruiters of Direct Support Providers. By speaking to others that you are involved with in your community, you may become aware of individuals that would be interested and available. Any individual that you choose can apply to the *Respite Provider Registry*. Some locations where potential Direct Support Providers live close to you are:

- Day Care
- Elementary and High Schools - educational assistants, other parents, co-op students, guidance job boards and child care program (if there is one at the school)
- Local College/University - career centre; psychology/social work departments may have bulletin boards or websites
- Neighbours
- Friends
- Parks and recreation programs - current or previous camp counsellors
- Local newspapers
- Local hospitals and Long Term Care facilities
- Local church bulletins
- Youth groups
- Parent Support groups

A sample job posting on page 20 is included as a guideline or may be copied and posted.

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What are your needs?

Identifying your needs is probably the most important thing you have to do to achieve a good fit between your family and your Direct Support Provider. Start by asking yourself some questions and recording your answers. Here are some examples:

- What do I need/want the respite provider to do with my son/daughter?
- Will they be administering medication?
- Do I want a non-smoker?
- Do I need a worker with a license? His/her own vehicle?
- Do I want specific qualifications?
- Will I require the Direct Service Provider to have first aid and/or CPR?

What qualities should I look for in a potential Direct Support Provider?

- Knowledgeable, warm, caring
- Willing to learn
- Problem solver, good judgement
- Able to take direction
- Positive outlook, energetic
- Dependable, punctual
- Flexible, accessible and responsive to family's needs
- Good rapport with son/daughter and family

Initial telephone contact:

- Tell the person that you have received their name from the *Respite Provider Registry*.
- Explain when you need a Direct Support Provider (days and times), what you would like them to do and where the activities will take place.
- If the person is interested then set a date and time when you can meet with the person for an interview. It is important that you choose a time when your son/daughter will be present during the interview so the person can meet and interact with him/her.

Developing a Contract for Services:

Once you choose a Direct Support Provider develop a contract for services with them. Discuss clearly your expectations and be specific about their employment relationship with them. You are encouraged to have a written contract with them.

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Preparing a Direct Support/Respite Provider to support your son or daughter:

Thinking about what makes your child and family unique

Take some time to think about your child and your family and what their special characteristics are. This will help you to talk about your child and develop a plan for support for them. It will also help you to think about what is most important for your child and for your family. It's sometimes difficult to do this, but the more specific you can be the more likely you will be to find someone who is a good match for your family. Most families will have to recruit, select and train a number of support providers throughout your child's life, so taking time to think about these things and make notes for yourself will help you in this process.

Your Child's Unique Personality and Needs:

We know that children with disabilities have particular kinds of needs. It often means that they have particular challenges related to communication, physical care, social interaction and medical needs. It often means that they have very specific kinds of reactions to the world around them, including sensory issues, making it hard for them to interpret what's happening. Usually, as a parent, you and other people who know your child well can tell about the way your child communicates. You have come to know the "cues" that something is happening. It might be confusion, anxiety, anger, frustration or excitement. Someone who does not know your child might read these signs incorrectly and inadvertently set off a chain of events that set your child up for failure. The more information caregivers have, the more likely they are to assist your child to be successful.

Make notes for yourself about these things. Parents find it hard to "tell their story" over and over. Putting things in writing often makes it easier to do this. Sometimes it is easy to get distracted in the conversation and a written guide helps to focus on the things that are important. Sharing information at the time you are interviewing and screening a new worker helps you both to decide if the worker's skills, interests and personality fit with your child.

In consulting with parents about the development of this booklet, parents said that they wanted the Direct Support Provider to have knowledge about their child's disability, but it was just as important that the Direct Support Provider think about their child as an individual and get to know their child as a unique individual and understand how their disability affects them. Your child is a person first who has a particular disability that affects how they interact with the world. Help the Direct Support Provider to understand the person your child is, not just the labels. How can the Direct Support Provider help move towards the vision you have for your son or daughter's life?

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Moving towards your goals and vision for your child:

What do you picture for your son or daughter's future? You likely hope for them to have friends, activities that are meaningful, connections to their community, safety and security and skills that help them to live their life in the best and most independent way that they can. The Direct Support Provider is not there to be a friend for your child, but instead a bridge builder who can help your child pursue these dreams. Think about how you want them to use their time to help your child nurture friendships and relationships, build connections in their community, have valued roles and build skills to use in the future.

Reflecting on How Someone Needs to Support your Son or Daughter:

As a parent who has a child affected with a disability, you will be aware of how their disability affects them. Think about how you might describe your child's needs to someone who is meeting him and how you want the person to provide the right kind of support.

Clearly describing your child's personality, interests, abilities and needs is critical in choosing and preparing someone to provide support for your child and family. Write out a profile of your child. Have the information in a binder that you can update as the needs of your child and family change. Having it written will help you keep things organized and not overlook information. It also helps to keep things positive and balanced on your child's strengths, interests and challenges.

Communication:

How does your son or daughter communicate?

Are there particular words, signs, or other methods that you use in times of distress or anxiety?

Are there ways that you encourage them to ask questions or make their needs known?

Do they use any communication devices?

Creating and Maintaining Relationships:

What helps your son or daughter feel most comfortable with others?

Are there things that help them to connect to other people?

When does your son or daughter need space from others?

What types of activities help them to break down barriers with others?

Sensory Issues:

Are there things that affect your son or daughter such as crowded environments, noise level, smells, colours, texture or feeling of clothing? How are they most comfortable and how do you help them to deal with these issues?

Activities and Play:

Are there particular activities that your son or daughter like to do?

What are the activities that they need the highest level of support with?

Are there activities that they can enjoy independently?

Is there a regular community program that your son or daughter can participate in with support (e.g. parks and recreation, Girl Guides, Scouts, choir, etc.)

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Responses through Challenging Behaviours:

Are there situations when your son or daughter responds in a way that is challenging to support them?

What does this look like?

How do you find it most effective to help them move through a difficult time?

Are there things that you avoid because it leads to problems?

What is the best plan for safety for your son or daughter?

Physical Needs:

What are the physical needs that your son or daughter needs support with?

Does this include help in the bathroom, eating, doing up their seatbelt, dressing?

Is there any special equipment that the person supporting them needs to know about?

Medical Needs:

Does your son or daughter have any special medical needs that the Direct Support Person needs to know about, including seizures, allergies, medications, diet.

What is the emergency plan for any medical issue?

What are the specific instructions about any medications or medical needs?

Cultural or Religious Background:

There may be things that are important within your family that the Direct Support Provider must know to respect your family's cultural or religious background.

Helping the Worker Learn about Modifying Activities for your Child:

Your child's involvement in activities with their peers is so important in developing friendships, skills and connections. However, they may need to have support to participate or to modify the activity to enable their involvement.

- ***Use activities to build on your child's skills.*** Help the Direct Support Provider to think about what same age children who don't have a disability like to do. From there, you can think about how to modify or structure experiences that will build on your child's social skills, independence and ability to model what other children are doing.
- ***Build on your child's understanding.*** Start with where your son or daughter is. For example, if they have difficulty with understanding time, a suggestion is to have the Direct Support Provider use some concrete tools to assist them. As an example, an inexpensive timer from a game might be used. One DSP was able to help the child know that after three songs from their favourite CD he would be home. Another DSP was able to communicate the concept of waiting for a turn at going down the slide by having the child hang onto a simple ball until it was time for them to go.

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- **Plan the appropriate level of support:** Outline that when teaching new skills they may need to start by using hand over hand, but the goal is to gradually fade out, perhaps encouraging other children to provide support and encourage independence.
- **Adapt the goals of an activity to make it attainable.** For example, the Direct Support Provider may use a board game with the intent to assist the child to learn to take turns while having fun, but the goals of the game will need to be modified. Your child might help to be the scorekeeper or to assist with the equipment or materials.
- **Make it possible to be included with other children.** Substitute different instructions or materials. The child may participate in an activity at a program or with other children, but may have different goals that are appropriate for his abilities. Think creatively about how to reduce sensory problems in ways that still allow them to interact. For example, one Direct Support Provider brings headphones to the library. The child is able to spend time on the computer, but “tune out” the distractions of the people around him. Your child might help to be the scorekeeper or to assist with the equipment or materials.
- **Encourage your child to have fun.** All children have the right to have fun. Don’t expect that your Direct Support Provider and your child are going to be using every minute to “keep on task”. Encourage the Direct Support Provider to talk with you and your child to develop activities that they will enjoy.
- **Be creative about activities:** Going for walks, watching the house league hockey games, swimming and volunteering at the local Humane Society are a few activities that don’t require funds to participate.

Based on Your Experience Who is the Best Person to Support your Son or Daughter?

Develop a list of traits that you hope to see in a Direct Support Provider.

If you define what is most comfortable for you and your son or daughter it will assist you in recruiting and screening a Direct Support Provider.

Some different examples are:

- comfortable helping my child participate in community activities,
- is a “connector” helping to nurture relationships and meaningful roles
- relaxed- not too rigid, open to new things, calm demeanour during stressful times
- structured- has an organized approach
- willing to implement specific kinds of activities, responses and techniques
- is a real problem solver- has an open mind about how to solve problems without getting flustered
- is committed to having my child be included in the community
- has a warm and open disposition

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The Interview

Now that you have identified your needs and have written them down, you are ready to interview. The interview is where you talk about these needs with a potential respite provider.

How to conduct the interview

- Schedule a time that is convenient for you and the potential Direct Support provider.
- Plan about an hour for each interview. Don't be in a hurry.
- Take the time to check references and ask for verification of professional expertise.
- Be prepared – have your questions ready, your son/daughter's profile handy, your expectations highlighted, and your son/daughter present for part, if not all of the interview.
- Be specific about your needs and how you expect the respite time to be spent with your son/daughter.
- Be sure to discuss expectations about payment and employment status – the rate of pay, how it will be invoiced, how the payment will be delivered and when, whether you have an agreement that the person is an independent contractor

Interview questions for potential Direct Support Provider:

1. Please tell me about yourself.
2. Please expand on your experience working with children/adolescents/adults.
3. Why are you interested in providing respite care services?
4. Describe your strengths and areas you are working on.
5. Why are you the right person for the job?
6. What would you do if we disagreed about something?
7. If my son/daughter cries when I leave, how will you handle the situation?
8. If my son/daughter has to be taken to the hospital for an emergency, what steps would you take?
9. What would you do if my son/daughter did not respond to your request?
10. What hours are you able to provide support? Are there specific times when you are unavailable?
11. What do you do when you encounter a situation with a behavioural challenge?
12. Are you willing to take my son/daughter out for activities?
13. Describe a difficult problem you have had to handle with an individual. How did you handle it?
14. Do you have any special training or experience you would like me to be aware of?
15. Do you have a valid driver's license? Would you take my son/daughter in your own vehicle? Would you drive our vehicle?

Kniest, B. and Garland, C. (1991) Partners: A Manual for Family-Centered Respite Care.

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About references – Things to consider

The *Respite Provider Registry* does check references.

You may wish to check references for yourself. References can be either personal or work related.

Personal References can include an adult friend, minister or priest, a teacher or professor, or a neighbour.

Work related References may include a past or current employer/supervisor or a family that the applicant has babysat for or supported through SSAH.

Here are a few suggestions for questions you can ask a reference:

- What is your relationship with the applicant?
- How long have you known this person?
- Describe the position you are recruiting for and ask the referee if he/she has any concerns about the person's ability to perform such duties.
- Does the applicant follow directions?
- Is the applicant reliable? Punctual? Honest?
- Is there anything else you would like to comment on?

The Direct Support Provider attends an orientation/information session before they become active on the Respite Provider Registry. However, this is a very general session and you will want to provide specific information and orientation about your child's needs and emergency plan. Developing a contract together with the DSP ensures that you talk together about your expectations. Developing and maintaining a respectful relationship is a critical part of the success of the support for your child.

Available Training:

Safeguards Training provides an online Respite Provider Training course at a very low cost. Your Direct Support Provider may wish to take this course. It provides great information.

There is also training available on line for parents who have supporting children with autism. This course is also available through Safeguards Training. This course is free of charge and enables the parent to develop a binder that is useful in the recruitment, training and support of their respite provider. Families are welcome and encouraged to attend training with their worker.

There is a course specifically for Direct Service Providers/respite providers who are supporting children with autism at a very low cost.

Check out www.safeguards-training.net for more information.

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Maintaining a Good Relationship with your Direct Support Provider

Once you have chosen the person(s) or to support your son/daughter, it is important to establish and to keep a good working relationship. Listed are some issues identified by both Direct Support Providers and families as important things to remember and to discuss.

Your Employment Relationship:

Make sure that you are informed about employment legislation.

- **What is a self-employed contractor?**
- **What are your responsibilities if you choose to “hire” and be the employer?**

There is information available on line through www.cra.gc.ca/payroll.

Family Respite Services has a booklet available about managing your funding which includes helpful information about employment related questions.

The Schedule

- Try to plan the day, time period, and the expectations for the Direct Support Provider.
- What has the Direct Support Provider planned for the time.
- Are there specific activities that you want included (e.g. attending a particular community program etc.)
- How will you work out the schedule and what happens if either of you need to cancel.

Cost of Service or Rate of Pay

If the Direct Support Provider is an independent contractor they will set their own rate of pay in discussion with you. You will have to talk with your Family Coordinator about the amount of funding you have which will help you set a schedule for support. Keep in mind that the current rates of pay typically vary between \$15-\$20/hr.

Develop a written contract that goes over these details with the Direct Support. You will be paying the person directly, so go over how and when that will happen.

If your Direct Support Provider is an employee of FRS (for situations where FRS administers funds through Special Services at Home or Complex Care funding), the rate of pay is determined by FRS in discussion with you. All Employment Standards regulations must be followed. If the person is an employee of FRS they must submit timesheets every two weeks.

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Supervision

If the Direct Support Provider is a self-employed contractor they work independently, not under your supervision. You of course will provide critical information to help them provide support and it is hoped that they see themselves as working as a team with the family. Most Direct Support Providers are eager to have your input and guidance about things that are important considerations for supporting your child.

Transporting Individuals

You may request that a Direct Support Provider drive their own vehicle with your son/daughter.

If a Direct Support Provider agrees to transport it is good practice to check that they have:

- A valid driver's license
- A Safe vehicle
- Minimum of \$1,000,000 liability on their insurance (you may wish to speak to your insurance company for requirements)
- Proper car seats that are correctly installed in the vehicle.
- A safety plan if problems arise while transporting your child, including a cell phone.

Discuss any concerns you might have about the child's health or behaviour that might affect transporting them in a car or on public transportation. The family is responsible to cover the cost of transportation. An average amount would be \$0.40/Km. This would not include driving to and from your home.

Confidentiality

It is important that you maintain confidentiality with your Direct Support Provider and they maintain confidentiality about your child and your family. All personal information must not be discussed unless the person is present or has given their consent to specific information being discussed. Keep clear boundaries and maintain confidentiality using social media, texting and other forms of communication.

Some tips for maintaining a good working relationship

- Identify and discuss problems as soon as they arise. Be prepared to negotiate a solution to the problem.
- Keep communication open and on-going. You may want to maintain a communication book to keep everyone informed and be responsive to any suggestions or recommendations documented.
- Discuss specific strengths and needs of your son/daughter and any strategies used to support him/her with communication, behaviour or in various situations in the community or at home.
- If serious problems arise document dates, times, issues and concerns
- Discuss activities, any costs associated with activities and travel expenses with the respite provider. A respite provider is not expected to pay for entrance and activity fees or travel (mileage or transit) during the time he/she is providing support. **Remember:** many places in the community offer discounts, on entrance fees and activities for the support provider or individuals with a disability.
- Train the DSP/respite provider on proper use of any communication aids, assistive devices or equipment.

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Having Someone Involved in your Home and Family

Having a Direct Support Provider involved in your family is both a great opportunity and a stressor. We know that sometimes, having someone coming into your home is difficult. Perhaps you feel you'd just like to attend to other things, perhaps you are having a bad day, or perhaps the kids have just made a big mess. Parents have the right to expect that the Direct Support Provider will keep their family information private and confidential. They also have the right to determine how their child is to be cared for.

Setting boundaries is a formal way of saying that you need to keep in mind the reason that the Direct Support Provider is in your home. You may want them to feel comfortable, but how you do that depends on the style of your family. While you want to develop an open and trusting relationship, the person is not there to be a friend or confidant, nor are you finding a "friend" for your child. They are there to provide the care and support for the child and to fulfill the responsibilities that you have agreed to. Having healthy boundaries allows you to be clear about what your role and the role of the respite provider is and to not feel that you need to solve problems that are beyond you. Here are some things that you need to consider:

- Never lend money or borrow money.
- Keep your times that you socialize with the Direct Support Provider to occasions that are focused on the child, such as the child's birthday party.
- Do not discuss your own personal problems with the Direct Support Provider
- If you are going to cancel or change the time you need support, give the DSP as much notice as you can.
- Encourage the DSP to set a time to discuss plans and issues with you on a regular basis. This gives them the knowledge that you can be approached and wish to be involved.
- Be thoughtful and clear about your expectations around communication and the use of social media, texting, applications such as "snapchat, instagram" etc.

Following these guidelines helps both the Direct Support Provider and the family to define their roles. It is important for both the family and the DSP to be flexible, considerate and respectful.

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Sample Direct Support/ Respite Provider Profile

Worker Profile

Provided by: Info respiteservices.com
 respiteservices.com
 112 Merton Street, Toronto, ON M4S 2Z8

www.respiteservices.com
 Phone: 416 322 6317 x.1 Fax: 416 481 1512
 Email: info@respiteservices.com

Status: Pending
 Name: Worker Profile
 Email: chapworker@hotmail.com
 Gender: Female
 Occupation: CHAP Worker
 Education/Training: BA Psychology - University of Toronto
 Related Experience: Developmental Disability, Challenging Behaviours, Autism/PDD, ADHD
 Skills: - Not Applicable -
 Types of Support: First Aid, CPR, Behavioural, Alternative Communication Devices
 Other Experience: Babysitting experience with children with ADHD as well as children on the Autism Spectrum.
 Skills/Strengths: Positive and outgoing, think outside the box, very independent and hardworking
 Hobbies/Interests: Music, outdoor activities, arts & crafts
 Additional Notes:

Worker ID #:
 Address: 112 Merton St.
 Apartment/Unit:
 City/Town: Toronto
 Postal Code: M4S 2Z8
 Region: Central
 Main Intersection: Yonge and Davisville
 Phone #: 416 322 6317
 Alternate Phone #:

← *Contact Information*

← *Related Experience*

Valid Drivers License? No
 Willing to use own vehicle for respite support? No
 Languages Spoken (other than English): French

First Aid Expiry Date: April 1, 2009
 CPR Expiry Date: April 1, 2008
 Crisis Prevention Intervention Expiry Date: June 30, 2010

← *Skills, Preferences, Notes*

Gender Preference: Male, Female
 Age Preference: 26-50 Adult, 18-25 Young Adult, 13-17 Adolescent, 6-12 School Aged, 0-5 Preschool
 Rate of Pay: \$12-15
 Will work in the following community/regions: West, Central

Referral: school

Will work with agency? Yes
 If yes, specify the type of work: School, Out-of-home, One-on-One, Camp

Date Modified: April 10, 2007

Before School: Monday, Tuesday
 Mornings:
 Afternoons:
 After School: Thursday, Friday
 Evenings:
 Overnight: Thursday, Friday
 Saturday: Any
 Sunday: Mornings
 Holidays: Yes
 March Break: No
 Relief Shifts: No
 Summer:

← *Availability*

Classified Ad Posted: No
 Description of Individual:
 Availability:

Classified Expires on:
 Classified Created On:

Are you currently working with a Community Respite Partner Agency?: Yes

Note:

Where 'Any' appears (under mornings, afternoons, evenings, etc), the worker is available any, not all of the days indicated

The above CHAP worker is available for contracts in your area. He/She has been through the interview, orientation and police reference check process. Please discuss the needs of the individual he/she will be working with and the activities you would like him/her to be doing. Remember to be clear about your expectations of the worker.

Please contact a CHAP Coordinator if you wish to receive more information on the above worker or when you have successfully contacted a CHAP worker.

Note: The family makes the final decision to independently hire the worker. CHAP workers on the registry are not employees of the CHAP Program.

Direct Support Posting Example

Direct Support Provider Needed

We are looking for an enthusiastic and responsible individual to provide one-to-one support.

Description of Individual: _____

Direct Support Provider's Role: _____

Any Special Qualifications Necessary _____

Time: _____

Nearest Main Intersection: _____

Preferred Rate of Pay: _____

Respite Provider Registry Family Information Package

Sample Contract

CONTRACT FOR SERVICES

Between

Parent/Guardian

And

Direct Support Provider

Support will be provided by the DSP for: _____
(Name of Individual receiving support)

This contract will confirm the purchase of your services as a self-employed contractor.

The Direct Support Provider agrees to **provide services** to support (name of child) _____ and provide respite services, as well as supporting the child to pursue meaningful activities. Activities may include assisting with developmental programming, which may include social skill training, orientation and mobility training, behaviour management, recreation and leisure time pursuits, community integration, personal care and supervision, and/or other related duties as required.

The payment for these services will be provided by the parent in the following manner: Invoiced to the family by the Direct Service Provider in the amount of \$_____ per hour on a _____ basis. **Payment will be made by the family to the Direct Service Provider.** An invoice/ Proof of service is required by the family.

As with all self-employed arrangements, deductions will not be made from your payments and remittances will not be made to the government on your behalf. You maintain full responsibility for keeping a record of payments and declaring your income to Revenue Canada. You are responsible for your own health and accident insurance.

Time of Service: Both the family and DSP have agreed upon the following days & hours of support.

If either party needs to change or cancel the time they will provide 48 hours notice or as much time as possible.

Use of Vehicle: You will/ will not _____ be required to use your own vehicle to carry out some of these duties. Mileage will be compensated at a rate of _____. Travel to and from the family home is not paid.

Extra expenses (admission, meals etc.) that are required during the time that respite service is being provided will be compensated by the family with prior agreement.

Notice: Both parties have a right to terminate this contract with two weeks' notice in writing. The contract may be terminated for any willful misconduct, any harm, neglect or abuse of the child being supported, breach of confidentiality or an inability to provide the services outlined in this contract.

Service Provider Signature

Printed Name

Date

Parent/Guardian Signature

Printed Name

Date

Witness Signature

Printed Name

Date

Respite Provider Registry Family Information Package

A Checklist for Families

It is recommended that the following information be available to your Direct Support Provider when he/she is in your home or supporting your child:

- Your full name
- The name of the place you can be reached, the phone number and the expected time of your return
- The phone number of a neighbour/relative/ or trusted friend to call for assistance if you cannot be reached in an emergency
- A list of emergency numbers. You may want to leave cab fare and your son/daughter's health card.
- A tour of the house, pointing out and explaining telephones, door locks, security systems, the thermostat, circuit breakers, water shut off, and the location of a flashlight, first aid kit, fire extinguisher
- Medical information, including allergies, medical conditions and the administration of medications
- Review of special instructions and equipment/adaptive devices
- Set of house keys
- Knowledge of your family rules, such as disciplining and /or behaviour management, television viewing, stereo and phone use, visitors to your home, and acceptable forms of recreation
- Meal instructions, snacks, bottle/feeding schedules
- Location and instructions for clothing, equipment and other items
- Information about routines and needs, such as stories, teeth care, bathing, nightlights, bedtime
- Suggestions for favourite or preferred activities
- Homework and/or chores your son/daughter is encouraged to complete
- Information and/or awareness of family pets
- Smoking rules in your home
- Any other important information you feel the respite provider should be aware of while in your home.

Other:

Notes:
